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Addendum

SAMENVATTING

Meertalige en eentalige kinderen in de kleuterklas

**Een verkennend onderzoek naar leerkracht-kind interacties en betrokkenheid
als gelegenheid tot leren**

June en Kevin, allebei met een meertalige achtergrond, zijn net begonnen bij de kleuters. June is vier jaar. Ze is geboren in Zuid-Korea en ging daar naar een kinderdagverblijf waar ze Engels en Koreaans spraken. Anderhalf jaar geleden is ze met haar ouders en drie zussen naar Nederland verhuisd. Omdat haar ouders geboren zijn in Brazilië spreken ze thuis een combinatie van Portugees, Engels en Nederlands, waarbij Nederlands het minst gebruikt wordt. Kevin is vijf jaar en komt uit een Turkse familie. Hij is geboren in Nederland en is toen hij twee jaar was naar een peuterspeelzaal gegaan waar enkel Nederlands werd gesproken. Thuis spreken Kevin en zijn ouders een combinatie van Nederlands en Turks. Bij het voorlezen gebruiken ze enkel Nederlands, maar bij het televisie kijken en verhalen vertellen gebruiken ze zowel Turks als Nederlands. Als Kevin een spelletje speelt op de computer of de telefoon, gebruikt hij af en toe Engels. June en Kevin zijn geen uitzonderingen in het Nederlandse onderwijs; steeds meer kinderen in Nederland groeien meertalig op. Kleuterleerkrachten staan hierdoor constant voor de uitdaging deze achtergronden mee te nemen in hun onderwijs.

Meertalige kinderen spreken thuis geregeld een andere taal dan de taal van het land waar ze opgroeien. Deze kinderen leren tegelijkertijd twee of meer talen en groeien daarnaast ook vaak op in een diverse sociale en culturele context (García, 2011). Er zijn grote individuele verschillen tussen meertalige kinderen. Zo zijn er verschillen in hoeveel en hoe goed ze hun verschillende talen spreken (Prevoo et al., 2016; Struys et al., 2015), hun socio-economische status, en hun thuistaalomgeving (Cummins, 1979). Meertaligheid – in combinatie met deze factoren – kan deels de ontwikkeling van meertalige kinderen verklaren op sociale, cognitieve en schoolse vaardigheden (Cummins, 1979; van den Noort et al., 2019). Ondersteuning van meertalige kinderen in hun ontwikkeling vraagt daarom mogelijk een andere benadering van leerkrachten dan ondersteuning van eentalige kinderen.

Het is algemeen bekend dat voor- en vroegschoolse educatie een belangrijke rol speelt in het voorbereiden van kinderen op schools leren. Hoge kwaliteit kleuteronderwijs is gerelateerd aan beter ontwikkelde sociale, cognitieve en schoolse vaardigheden (Mashburn et al., 2008; Slot et al., 2015). Eerder onderzoek naar de gelegenheid tot leren van kleuters (zogenaamde ‘*learning opportunities*’) – dit zijn alle kansen die een kind krijgt in de klas – heeft laten zien dat kinderen baat hebben bij leerkrachten die emotionele steun bieden en goede instructie geven in een goed georganiseerde klas (Vitiello et al., 2011). Daarnaast is het belangrijk dat kinderen rijke en complexe interacties hebben, waarbij veel ruimte is voor de input van het kind (Michaels & O’Connor, 2015) en waarbij het kind actief betrokken is (Fredricks et al., 2004). Er zijn echter nog maar weinig studies verricht naar de gelegenheid tot leren van meertalige kinderen in vergelijking tot de gelegenheid tot leren van eentalige kinderen. Dit proefschrift heeft daarom tot doel om (a) de gelegenheid tot leren van meertalige en eentalige kinderen in Nederland te beschrijven en (b) te onderzoeken hoe deze zich verhoudt tot hun ontwikkeling van beginnende geletterdheid en executief functioneren.

OPZET VAN DIT ONDERZOEK

In dit proefschrift worden vier studies beschreven naar de gelegenheid tot leren van meertalige en eentalige kleuters. De eerste studie (hoofdstuk 2) is een systematische review van bestaand onderzoek naar de leerkracht-kind interacties van meertalige jonge kinderen. De andere drie studies (hoofdstuk 3-5) zijn allemaal gebaseerd op één longitudinale studie. Deze longitudinale studie bestond uit drie metingen in één schooljaar (oktober 2016, januari 2017, april 2017). Twintig kleuterklassen van vijftien scholen in heel Nederland hebben deelgenomen aan dit onderzoek. In iedere klas werden twee meertalige en twee eentalige kinderen – vergelijkbaar op het gebied van socio-economische status en sekse – geselecteerd als de focuskinderen (80 kinderen in totaal). Bij iedere meting kwamen twee onderzoekers een ochtend in de klas om de data te verzamelen. De eerste onderzoeker filmde de leerkracht de hele ochtend – behalve tijdens het buitenspelen – en de andere onderzoeker observeerde ondertussen de focuskinderen in intervallen van vijf minuten. De video-opnames van de leerkracht werden gebruikt om op een later moment de interacties tussen de leerkracht en de focuskinderen in detail te kunnen analyseren. Tijdens de observaties van de focuskinderen werd genoteerd waar ze zich mee bezig hielden (een combinatie van de activiteit en de groepssamenstelling) en hoe betrokken ze daarbij waren. De volgende dag kwam een van de onderzoekers terug om de taal- en cognitieve vaardigheden van de focuskinderen te meten. Hiervoor moesten de focuskinderen een aantal taken uitvoeren buiten het klaslokaal. Tijdens iedere meting werden dezelfde gegevens verzameld en kwamen zoveel mogelijk dezelfde onderzoekers terug naar de klas, om zo het aantal onbekende gezichten voor de kinderen te beperken.

BELANGRIJKSTE BEVINDINGEN

In hoofdstuk 2 wordt een reviewstudie beschreven om meer inzicht te krijgen in bestaande empirische kennis over de leerkracht-kind interacties van meertalige jonge kinderen in de klas. We vonden 31 studies die onderzoek hadden gedaan naar de leerkracht-kind interacties van meertalige kinderen, slechts vijf hiervan maakten een directe vergelijking met de leerkracht-kind interacties van eentalige kinderen. De meeste studies focusten vooral op meertalige kinderen met een lage taalvaardigheid in de instructietaal. Veel van de beschreven klassenpraktijken in de gevonden studies zijn bekende strategieën voor hoge kwaliteit leerkracht-kind interacties met eentalige kinderen, zoals kinderen stimuleren een actieve rol in te nemen in de interactie, het opbouwen van een warme leerkracht-kind relatie en het creëren van consistente klassenroutines. Daarnaast lieten sommige studies zien dat leerkrachten specifieke strategieën gebruikten voor meertalige kinderen, waaronder het gebruik van de thuistaal en -cultuur. Meerdere studies wezen echter ook op schadelijke klassenpraktijken, zoals beperkte ondersteuning in de taalontwikkeling

en minder stimulerende gelegenheid tot leren in de klas. Dit hoofdstuk ondersteunt de hypothese dat de gelegenheid tot leren er voor meertalige kinderen anders uit kan zien dan die van hun eentalige klasgenoten. In sommige gevallen kan dat voordelig zijn, soms echter ook schadelijk. Het feit dat er maar vijf vergelijkende studies tussen de interacties van meertalige en eentalige kinderen werden gevonden onderstreept het belang om een directe vergelijking te maken in de gelegenheid tot leren van meertalige en eentalige jonge kinderen, zoals we hebben gedaan in dit proefschrift.

In hoofdstuk 3 hebben we profielen geïdentificeerd op basis van de individuele leerkracht-kind interacties en betrokkenheid van meertalige en eentalige kinderen. Dit hield in dat we homogene groepen hebben geïdentificeerd van kinderen die dezelfde soort interacties hadden met de leerkracht of op dezelfde manieren betrokken waren. Op deze manier creëerden we meer ruimte voor de heterogeniteit bij jonge kinderen en kregen we een duidelijker beeld van hoe de gelegenheid tot leren er voor individuele kinderen uitziet. Daarnaast hebben we gekeken of de taalachtergrond van de kinderen voorspellend was voor tot welk profiel zij behoorden. We hebben vijf profielen geïdentificeerd voor leerkracht-kind interacties. Deze profielen verschilden in het gebruik van betekenisvolle gebaren, mate van complexiteit van de prompts en follow-ups van de leerkracht en de antwoorden van de kinderen en de hoeveelheid interactie. In tegenstelling tot wat we verwacht hadden op basis van de resultaten in hoofdstuk 2, hadden meertalige kinderen geen andere interacties met hun leerkracht dan eentalige kinderen. We identificeerden ook vijf profielen voor betrokkenheid, waarin we verschillen zagen tussen kinderen in hun betrokkenheid in verschillende groepssamenstellingen (zoals activiteiten met de hele klas, activiteiten in een kleine groep met de leerkracht en activiteiten in een kleine groep zonder de leerkracht). Meertalige kinderen behoorden iets vaker tot de profielen met lage betrokkenheid in verschillende groepssamenstellingen. Daarnaast vonden we dat eentalige kinderen die hoge kwaliteit interacties hadden met hun leerkracht, ook vaak meer betrokken waren in de klas. Dit suggereert dat kinderen die door leerkrachten worden gestimuleerd om mee te doen in interacties, vaak ook meer betrokkenheid laten zien met de activiteiten in de klas.

In hoofdstuk 4 onderzochten we hoe de verschillende componenten van gelegenheid tot leren – individuele leerkracht-kind interacties, betrokkenheid en algemene klasseninteractie – de ontwikkeling van beginnende geletterdheid en executieve functies (d.w.z., de hogere cognitieve vaardigheden) van meertalige en eentalige kinderen voorspelde. We zagen substantiële verschillen in de relaties tussen de componenten van gelegenheid tot leren en de leeruitkomsten voor meertalige en eentalige kinderen. De individuele leerkracht-kind interacties waren de sterkste voorspeller voor de leeruitkomsten van zowel een- als meertalige leerlingen. Net als in eerder onderzoek (Hoff & Naigles, 2002; Wasik et al., 2006) vonden we dat het hebben van frequente en complexe interacties belangrijk was voor de ontwikkeling van beginnende geletterdheid van kinderen in beide taalgroepen en voor de ontwikkeling van executief functioneren voor eentalige kinderen. Doordat

meertalige kinderen continu hun executieve functies trainen door te wisselen tussen hun talen en de ene taal te onderdrukken om de andere te kunnen spreken, is de kwaliteit van de individuele leerkracht-kind interacties voor hen mogelijk minder van belang voor de ontwikkeling van executief functioneren.

We zagen dat zowel meertalige als eentalige kinderen met hoge betrokkenheid in alle groepssamenstellingen betere beginnende-geletterdheidvaardigheden hadden dan kinderen die gemiddelde betrokkenheid lieten zien in de klas. Logischerwijs laten kinderen die hogere betrokkenheid tonen in alle groepssamenstellingen ook meer betrokkenheid zien in interacties en leren ze daardoor ook meer van deze interacties. We vonden geen relaties tussen betrokkenheid en executief functioneren noch voor meertalige, noch voor eentalige kinderen.

In tegenstelling tot wat we verwachtten op basis van eerder onderzoek (Bratsch-Hines et al., 2019), vonden we bijna geen relaties tussen de kwaliteit van de algemene klasseninteractie en leeruitkomsten. Dit zou kunnen komen doordat, over het algemeen, de geobserveerde leerkrachten veel emotionele steun gaven, de klas goed georganiseerd hadden, maar relatief lagere kwaliteit instructie gaven. Hierdoor was de variatie tussen klassen vrij klein, terwijl er wel grote variatie was in de ontwikkeling van de beginnende geletterdheid en executieve functies van de kinderen. Het enige effect dat we vonden was een negatieve relatie tussen de organisatie van de klas en de ontwikkeling van beginnende geletterdheid van meertalige kinderen. Mogelijk steken leerkrachten in klassen met veel meertalige kinderen met lage taalvaardigheden meer tijd in het goed organiseren van de klas zodat kinderen makkelijker kunnen deelnemen aan de activiteiten en dus meer gelegenheid tot leren hebben.

In hoofdstuk 5 keken we tenslotte hoe leerkrachten reageerden als zij niet tevreden waren met de reactie van een kind op hun vraag en daarom probeerden de gewenste reactie te ontlokken (derde-positie support). We vonden vijf manieren waarop leerkrachten derde-positie support boden: het toewijzen van de beurt aan een ander kind, beperking van de antwoordkeuzes, het geven van een hint, het creëren van gemeenschappelijk begrip en direct voordoen (modellering). We vonden daarnaast ook een manier van derde-positie support specifiek voor meertalige kinderen: (het toestaan van) het gebruik van de thuistaal. Deze manier van derde-positie-support zagen we ook al in hoofdstuk 2 als een veel gebruikte strategie. Er leken wat verschillen te zijn in hoe leerkrachten derde-positie-support gebruikten met meertalige en eentalige kinderen. Leerkrachten leken beperking van de keuzes meer te gebruiken met meertalige kinderen en hints meer met eentalige kinderen. Over het algemeen zorgt beperking van de keuzes in vergelijking met het geven van hints ervoor dat een kind vervolgens met minder moeite de beoogde reactie kan geven. Mogelijk zijn leerkrachten hiertoe eerder geneigd vanwege de al dan niet ten onrechte veronderstelde lagere taalvaardigheden van meertalige kinderen.

REFLECTIES OP DE BEPERKINGEN VAN DIT ONDERZOEK

Er zijn een aantal beperkingen in dit onderzoek waar rekening mee gehouden moet worden bij het interpreteren van de resultaten. Allereerst is dit onderzoek bij slechts 80 kinderen uitgevoerd. Dat is een relatief kleine groep voor de statistische analyses die zijn uitgevoerd; de resultaten moeten daarom voorzichtig geïnterpreteerd worden. Daarnaast hebben we dit onderzoek een ecologische valide benadering genomen, dit betekent dat we onze gegevens hebben verzameld in gewone klassen op gewone dagen. We hebben de leerkracht niet gevraagd iets speciaals te doen, maar wilden de alledaagse gang van zaken zien. Dat is een van de sterke punten van dit onderzoek, maar dit heeft ook een aantal nadelen. Er waren bijvoorbeeld grote verschillen tussen de klassen, bijvoorbeeld in de samenstelling of de ervaring van de leerkracht, maar ook in de activiteiten die in de klas plaatsvonden tijdens de observaties. Deze verschillen kunnen deels de gevonden resultaten verklaren. Zo lenen sommige activiteiten zich bijvoorbeeld meer voor voortgezette interacties van hoge kwaliteit dan andere activiteiten. Er waren ook grote verschillen tussen meertalige kinderen, onder andere op het gebied van socio-economische status, thuistaalomgeving en gebruik van en bekwaamheid in de verschillende gesproken talen. Ondanks die verschillen beschouwden we meertalige kinderen toch als een homogene groep in onze analyses. Hoewel deze analytische keuze gangbaar is, zowel in kwantitatief als in kwalitatief onderzoek (hoofdstuk 2, Langeloo et al., 2019), betekent het niet dat het de beste keuze is. Hiermee wordt de heterogeniteit binnen de groep meertalige kinderen immers miskend. In het bijzonder illustreert dit de wisselwerking tussen het doel om enerzijds generaliseerbare uitkomsten te hebben en anderzijds aandacht te schenken aan details. Om meer vergelijkingen te maken tussen (subgroepen van) meertalige kinderen, bijvoorbeeld op basis van socio-economische status, is een veel grotere steekproef nodig of moeten meer diepgaande kwalitatieve analyses worden uitgevoerd met aandacht voor de individuele verschillen tussen kinderen. In dit proefschrift hebben we al enkele stappen ondernomen om de diversiteit in de groep meertalige kinderen te erkennen. Zo lieten we de ouders van de focuskinderen een uitgebreide vragenlijst invullen over het gebruik van verschillende talen thuis. Daarnaast is in hoofdstuk 5 uitgebreid de achtergrond van de kinderen aan bod gekomen, gebaseerd op de informatie uit de oudervragenlijst. Het bleek echter ingewikkeld om deze informatie ook te verwerken in de analyses en zo maakten we uiteindelijk toch een vergelijking tussen meertalige en eentalige kinderen, zonder de diversiteit in deze groepen te erkennen.

IMPLICATIES VOOR ONDERZOEK EN PRAKTIJK

De resultaten van dit proefschrift hebben verschillende implicaties voor onderzoek en praktijk. De resultaten laten zien dat met name de individuele componenten van

gelegenheid tot leren van belang zijn voor leeruitkomsten. Daarom zou onderzoek zich in de toekomst meer moeten richten op de variatie in gelegenheid tot leren binnen de klas; enkel focussen op de algemene klasseninteractie schiet te kort. Daarnaast richtten wij ons in dit proefschrift enkel op gelegenheid tot leren door leerkracht-kind interacties. De interacties met medeleerlingen of de ervaringen die een kind opdoet tijdens individueel werken zijn echter ook van belang voor de ontwikkeling van jonge kinderen en zouden daarom ook meegenomen moeten worden. Verder vonden we dat veel studies naar meertaligheid het gangbare, maar problematische, ‘*deficit perspective*’ hanteren, waarbij de aandacht uitgaat naar wat meertalige kinderen *niet* kunnen, in plaats van op wat ze *wel* kunnen en hoe meertaligheid een pluspunt kan zijn. Als meertaligheid geproblematiseerd wordt, ligt de nadruk vaak op de kleinere woordenschat van meertalige kinderen in de instructietaal en het belang van beheersing van die instructietaal voor leren en ontwikkeling. Dit zien we ook terug in het onderwijs, waarbij leerkrachten vaak lagere verwachtingen hebben van meertalige kinderen, dan op basis van hun potentieel gerechtvaardigd is, omdat ze de instructietaal niet goed spreken (Agirdag et al., 2013). Als we de negatieve impact van zo’n *deficit perspective* willen voorkomen dan moeten zowel onderzoekers als onderwijzers zich bewust worden van hun positie ten opzichte van meertaligheid. Zo zou er niet alleen gekeken moeten worden naar de taalvaardigheden in de instructietaal, maar ook in de thuista(l)en). Daarnaast is het operationaliseren van meertaligheid als binaire variabele niet houdbaar, want daarvoor zijn de verschillen tussen meertalige kinderen te groot. Neem bijvoorbeeld June en Kevin (geïntroduceerd aan het begin van dit hoofdstuk): zij verschillen zoveel van elkaar op het gebied van de vaardigheid en het gebruik van hun talen dat zij niet beschouwd kunnen worden als behorend tot eenzelfde, homogene groep kinderen.

CONCLUSIE

Samenvattend kunnen we concluderen dat er verschillen zijn in de gelegenheid tot leren van meertalige en eentalige kinderen tussen en binnen klassen. In lijn met eerder onderzoek vonden we dat zowel meertalige als eentalige kinderen vooral baat hebben bij individuele leerkracht-kind interacties die frequent en complex zijn en dat kinderen zich sneller ontwikkelen als ze betrokken zijn bij alle activiteiten waaraan ze deelnemen gedurende een schooldag. Het onderscheid dat leerkrachten maken tussen meertalige en eentalige kinderen is met name te zien als in detail naar leerkracht-kind interacties gekeken wordt, zoals onze analyses van de manier waarop de leerkracht een kind helpt om tot het gewenste antwoord te komen. Dit proefschrift laat daarnaast zien dat om de gelegenheid tot leren van alle kinderen te optimaliseren, enkel het label meertaligheid nauwelijks functioneel onderscheidend is, omdat de verschillen tussen meertalige kinderen erg groot zijn en meertaligheid niet een-op-een samenhangt met vaardigheid in de instructietaal. Het is belangrijk om de gelegenheid tot leren aan te passen aan de

behoeften van een individueel kind, maar het label meertalig geeft niet genoeg informatie om op basis hiervan aanpassingen te maken. Daarom zou er in het kleuteronderwijs meer aandacht moeten zijn voor de achtergrond en behoeften van kinderen. De taalachtergrond van een kind is hierbij een belangrijke factor, maar niet de enige factor.

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Appendices

APPENDIX A: TRANSPARENCY CHECKLIST

	Yes	No	Comments
Aims			
Is there a clear statement of the aims and/or research questions of the study?			
Methods			
Is there sufficient information on the participants of the study?			
Data collection: Is the research explicit on: How data is collected?			
What is measured with the collected data?			
The followed procedure for data collection?			
Analysis: Is there an in-depth description of the analysis process			
Results			
Is there a clear statement of findings?			

Note. Every time a question is answered with NO, an explanation should be written down in the comment section.

Explanation Checklist

Aims

Was there a clear statement of the aims and/or research questions of the research?

HINT: Consider:

- What was the goal of the research
- Why it was thought important
- Its relevance

Methods

Is there sufficient information on the participants of the study?

HINT:

- Is the research explicit on the characteristics of the participants involved in this study (e.g., age, grades, language background, teacher information, N)?
- Does the research give enough information to replicate the study?

Data collection: Is the research explicit on:

a) *How data is collected?*

HINT:

- In the case of a quantitative study: is the research explicit on with which instruments variables are measured?
- In the case of a qualitative study: is it explicitly mentioned what data is collected and how this is being coded?

b) *What is measured with the collected data?*

HINT:

- Is the research explicit on what they are aiming to measure with the collected data? (i.e., variables)

c) *The followed procedure for data collection?*

HINT:

- Does the research describe which steps have been taken to collect and code the data?
- Does the research make explicit in what context data has been collected (e.g., how often, role of researcher; in what situation/type of activity)?

Analysis: Is there an in-depth description of the analysis process

HINT: Consider

- If sufficient data are presented to support the findings
- If the research is explicit on the analysis steps that have been taken? How did the research get from data to results?

Results

Is there a clear statement of findings?

HINT: Consider

- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- if the findings are discussed in relation to the original research question

APPENDIX B: CODING SCHEME FOR INDIVIDUAL TEACHER-CHILD INTERACTIONS

Subcategory	Description	Example
Communication channel		
Verbal	Utterance is spoken and does not include any meaningful nonverbal gestures.	<i>T: Yes, A block</i>
Verbal and gesture	Speech is combined with a meaningful gesture. A meaningful gesture is any gesture that makes it easier to understand what someone is saying.	<i>T: ((nods)) A block</i>
Nonverbal	All utterances that are not verbal at all.	<i>T: ((nods))</i>
Type of utterance		
Prompting		
Open question	Open questions can be description/ definition questions which have a bigger array of alternatives to build an acceptable answer.	<i>T: What do you want to tell about the weekend?</i>
Closed question	Closed questions are questions that can be answered with either a single word or a short phrase. The answer is often predetermined, or constrained by and known to the questioner.	<i>T: Ludwig, where do you hear R in guitarr? / Ludwig: in front</i>
Directive (T)	The teacher asks the child to do something This varies from performing an activity, giving instructions, redirect misbehavior, etc.	<i>T: June, you can take a close look at the mushrooms.</i>
Request floor/ attention (C)	A child nonverbally or verbally tries to get the attention or the floor. This can be through hand raising, walking towards the teacher, or by asking for it verbally.	<i>T: Well, who wants to tell something? / June: ((raises her hand))</i>
Turn giving (T)	The teacher gives the floor to one of the children in the circle or in a small group.	<i>T: Well, who wants to tell something? / June: ((raises her hand)) / T: June?</i>
Informing		
Statement	Statements are used to describe something in the world.	<i>June: Need to pee.</i>
Response		
Response	The actor provides a verbal or non-verbal answer or response to a question, directive or statement.	<i>T: What are you drawing? / Maxime: a door</i>
Follow up		
Elaboration (T)	Teacher provides extra information to complement or elaborate the previously existing one.	<i>T: What did they do?/ Keesje: pour! / T: They poured juice in the glass.</i>
Hint (T)	Teacher gives a suggestion or an extra piece of information in order to prompt the child to the correct answer.	<i>Ludwig: ((forgot his glasses)) / T: You are missing something. Your... ((makes glasses with her hands))</i>
(Dis)approval (T)	The teacher indicates that the response of the child is either confirmed (accepted) or falsified.	<i>June: ((points at her drawing)) stalk / T: yes.</i>
Evaluation (T)	Teacher provides a remark that clearly stresses the quality of the outcome (response), the effort exerted, or the child's ability.	<i>Ludwig: ((distributes the scissors)) / T: well done.</i>

<i>Flow</i>		
Flow	These are utterances that support the flow of the interaction.	<i>T: What is it about? / Maxime: About counting / T: About counting / T: Right / T: Are you a good counter already?</i>
Repetition	Utterances that are (almost) exactly the same as the utterance before.	<i>T: What was the color of your ice cream? / June: Ehm... / T: What was the color of your ice cream?</i>
<i>Residual</i>		
Inaudible/invisible	Utterances that are inaudible or invisible.	<i>Ludwig: ((does not say anything in response to the teacher and is not in view of the camera))</i>
Other	Utterances that do not belong to any of the previous types	
Cognitive complexity <i>(only coded for teacher open questions, closed questions, and directives, and for child responses)</i>		
Literal	Includes all prompts and responses to prompts that are concrete and do not need inferencing about the available information. These are utterances about information that is perceptually available, or that offers concrete choices.	<i>T: Can you distribute the scissors?</i>
Inferential	Includes all prompts that require the child to infer about the available information. This can be prompts about non-present objects, or past and future events. Comments and questions move beyond concrete discussion of what is immediately (or has just recently been) perceptually present.	<i>T: Do you have the letter R in your name?</i> <i>Keesje: ((is arranging the mushrooms))</i> <i>T: remember, from small to large</i>

Note. (T) indicates codes that can only be used for teacher utterances. (C) indicates codes that can only be used for child utterances

APPENDIX C: HOME LITERACY ENVIRONMENT OF THE FOCAL CHILDREN

In the present study we selected four focal children in each classroom and observed their support sequences with the teacher. Below we give a detailed description of the home literacy environment and early literacy development of the focal children. The information provided is based on the teacher and parent questionnaires and the three assessments of early literacy skills during the school year.

In the teacher questionnaire, the teacher was asked to provide information for each child in her classroom on date of birth, socioeconomic status (based on Dutch school funding policy), and language background. The parent questionnaire focused on the language background and home literacy environment of the focal children. It asked about country of birth, language use previously in day care, and language use in the home environment (i.e., languages spoken to and by the focal child and languages used in literacy activities, such as book reading, dinner conversations, television watching). The early literacy assessment consisted of three subtests on productive vocabulary and phonological awareness of a standardized Dutch early literacy test (Aarnoutse, Beernink, & Verhagen, 2016).

Class A

Monique. Monique is a girl with a monolingual background: she was born in the Netherlands and went to a Dutch speaking day care from 2 years onwards. At home they only speak Dutch. Sometimes they might listen to or sing songs in English. Her early literacy skills were above average on all measurement points throughout the school year. She mainly showed a steady increase in her phonological awareness skills.

Janno. Janno is a boy from a monolingual family: he was born in the Netherlands and went to a Dutch speaking day care when he was 2 years old. His family was Dutch speaking and occasionally used English in music, television, and electronic devices (such as computer games). Janno performed among the worst scoring children in the full sample on early literacy at the first and second time point, but made a steep increase in the second half of the school year and performed on average at the last measurement point.

Lieve. Lieve is a girl born in Poland and came to The Netherlands with her family when she was 3 years old (i.e., 1.5 years before the study). Lieve shortly visited a Dutch-speaking daycare (only a few weeks) before entering kindergarten. At home Lieve speaks a combination of Dutch and Polish. Her parents and sister speak Polish to her. The early literacy scores of Lieve were among the lowest of the full sample at the start of the school year. She showed some improvement in the first half of the school year, but still performed below average. Her early literacy skills showed a steep improvement in the second half of the school year and she performed well above average at the end of the school year.

Kevin. Kevin is a boy and was born in the Netherlands as part of a Turkish family. Kevin went to a Dutch-speaking day care when he was 2 years old. At home and in the

neighborhood both Kevin and his family speak a combination of Turkish and Dutch. Book reading and music only happens in Dutch, whereas other activities, such as watching television, telling stories, dinner time conversations and playing happen in both Dutch and Turkish. Kevin often used English when using electronic devices (e.g., computer games). Kevin showed a steady development of early literacy during the school year. He started below average, but improved to a score above average by the end of the school year.

Class B

Jean. Jean is a boy and was born in the Netherlands and went to a Dutch speaking daycare since he was a baby. He and his family spoke a combination of Dutch, Papiamentu, and English at home. Dutch was the most prominent language, followed by Papiamentu and English. In the neighborhood Jean would also speak those three languages. At home Dutch was used in all sorts of literacy activities, whereas Papiamentu was only used on the smartphone and the computer, in music, and during playing. English was primarily used on the smartphone and the computer, but also when watching television. Jean's early literacy skills were just below average at the start of the school year. He showed good improvement in the first half of the school year and performed above average at the second measurement point. He neither showed improvement, nor decline in the second half of the school year.

Kyra. Kyra's parent questionnaire was not returned, so background information is limited. Kyra is a multilingual girl according to the teacher. The teacher did not indicate which language Kyra spoke at home. Kyra's early literacy skills improved from below average to above average in the first months of the school year. In the second half of the school year her early literacy skills did not change, which resulted in about average early literacy skills.

Evita. Evita was initially included as a monolingual focal child, as indicated by the teacher. However, according to the information in the parent questionnaire Evita should and will be considered multilingual. She is a girl and was born in the Netherlands. From age 2 and onwards, Evita went to a Dutch-speaking daycare. Evita mainly spoke Dutch at home, but sometimes used Albanese. Her family used a combination of Dutch and Albanese. In the neighborhood Evita only used Dutch. Although Dutch was the most prominent language at home, Albanese was sometimes used in a wide variety of literacy activities at home. At the start of the school year Evita's early literacy skills were low and although she showed consistent improvement throughout the school year, she still below average low early literacy skills at the end of the school year.

Jasper. Jasper is a boy and was born in the Netherlands, went to a Dutch speaking daycare and only interacted in Dutch at home and in the neighborhood. Jasper's early literacy skills were below average at the start of the school year. He did not show any change in the first months. In the second half of the school year he showed great improvement and performed just above average by the end of the school year.

Class C

June. According to the information provided by the parents, June was born in South-Korea and has been living in the Netherlands for one-and-a-half year. She is a girl and went to Korean- and English-speaking daycare in South Korea. June's parents are from Brazil and, therefore, at home they speak a combination of Portuguese, English, and Dutch. Although Dutch is the least prominent. June, as well as her family, both speak a combination of the three languages. June showed no improvement on early literacy skills throughout the school year. She performed among the lowest scoring children on all time points.

Maxime. Maxime is a boy and was born in Thailand and has been living in the Netherlands for one year. He did not visit any daycare. Maxime only speaks Dutch at home and in the neighborhood, but his parents and brother speak Dutch, Thai, and Isan at home. His father indicated that Maxime had not been speaking Thai or Isan in the past year.

Ludwig. Ludwig is a boy, was born in the Netherlands and went to preschool at age 2. They only spoke Dutch at home and they never do book readings. Ludwig performed at same level on the first and third time point. He started above average, showed a dip in his early literacy skills on the second time point, but ended among the average scoring children.

Keesje. We did not receive Keesje's parent questionnaire, so background information about Keesje is limited. Keesje is a girl and was monolingual Dutch speaking according to the teacher. Keesje showed the same score on early literacy on the first and second time point, at both occasions far above average. She showed a substantial increase in the second half of the school year and performed among the highest scoring children at the end of the school year.

APPENDIX D: TRANSCRIPT NOTATIONS

[text	overlapping speech; point at which an ongoing utterance is joined by another utterance
:	extension of preceding sound
((text))	description of a phenomenon, of details of the conversation not captured in talk.
()	transcriber could not understand the stretch of talk.
(text)	transcriber is in doubt about the accuracy of the stretch of talk.

Dankwoord

Zonder de hulp en steun van een grote groep collega's, vrienden en familie, zou dit proefschrift er niet geweest zijn. Graag wil ik ze hiervoor bedanken.

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Ik had dit onderzoek niet uit kunnen voeren zonder de medewerking van alle scholen, leerkrachten, leerlingen en ouders. Wat fijn om te ervaren dat er zo veel scholen waren die het belang van dit onderzoek ook zagen en hun deuren openzetten om mij mee te laten kijken in hun klassen.

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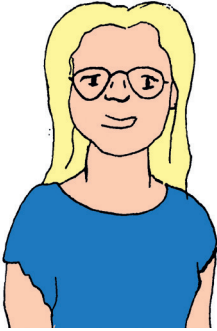
Lieve Doreen, als kleine meisjes schreven we al hele epistels in het Bambiliaans, samen op de camping of op zomerkamp. Nu, een jaar of 20 later, heb ik een boek geschreven in het Engels en heb jij er fantastische tekeningen bij gemaakt. Bedankt daarvoor. Wietse, bedankt dat je je kerstvakantie hebt opgeofferd om de tekeningen af te maken.

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About the author



Annegien Langeloo (Tiel, May 26, 1991) obtained her gymnasium diploma in 2009. Thereafter she moved to Nijmegen to start her bachelor's in Pedagogical and Educational Sciences at the Radboud University. After a three-month internship, as part of the university's Honours program, at the Victoria University in Wellington, New Zealand, she continued her studies with a Research Master in Behavioural Science. During this master's program her interest in the field of multilingualism developed. As a research assistant she participated in an international project on multilingualism in children with developmental disorders. Furthermore, she wrote her Master's thesis on the relations between executive functioning, vocabulary and phonological awareness in monolingual and multilingual kindergarteners. After obtaining her Research Master degree with Honours she spent several months in Ghana as a volunteer on a project with abandoned children with disabilities. After returning to the Netherlands she moved to Groningen to start her Phd research at the University of Groningen. She conducted research on the learning opportunities of multilingual and monolingual kindergarteners. Annegien received a Fulbright scholarship to visit the Center of Advanced Study of Teaching and Learning at the University of Virginia in the United States of America. During her visit she worked together with Jennifer LoCasale-Crouch on Chapter 3 of her dissertation. Next to her Phd-research, Annegien also worked as a teacher and supervisor of students in the bachelor program Educational Sciences of the University of Groningen. Annegien is currently working at the Alfa-college in Groningen. At this school for vocational education she conducts practice-oriented research on early school drop-out.

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